

**Texas Education Agency
Standard Application System (SAS)**

2018–2019 Texas 21 st Century Community Learning Centers, Cycle 10, Year 1				
Program authority:	Public Law 114-95, ESEA of 1965, as amended by Every Student Succeeds Act, Title IV, Part B (20 U.S.C. 7171-7176)			FOR TEA USE ONLY Write NOGA ID Place date stamp here.
Grant Period:	August 1, 2018 – July 31, 2019			
Application deadline:	5:00 p.m. Central Time, May 1, 2018			
Submittal information:	<p>Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address:</p> <p style="text-align: center;">Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494</p>			<div style="writing-mode: vertical-rl; transform: rotate(180deg);"> RECEIVED TEXAS EDUCATION AGENCY 2018 MAY -1 AM 11:16 DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION </div>
Contact information:	Christine McCormick, 21stcentury@tea.texas.gov			
Schedule #1—General Information				
Part 1: Applicant Information				
Organization name		County-District #		Amendment #
East Chambers ISD		036903		NA
Vendor ID #	ESC Region #			DUNS #
74-6002570	5			014533103
Mailing address		City	State	ZIP Code
1955 State Highway 124		Winnie	TX	77665
Primary Contact				
First name	M.I.	Last name	Title	
Scott		Campbell	Superintendent	
Telephone #	Email address		FAX #	
409.296.6100	scott@eastchambers.net		409.296.3528	
Secondary Contact				
First name	M.I.	Last name	Title	
Cindy		Bull	Special Services Director	
Telephone #	Email address		FAX #	
409.296.8302	cbull@eastchambers.net		409.296.3287	
Part 2: Certification and Incorporation				

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official:

First name	M.I.	Last name	Title
Scott		Campbell	Superintendent of Schools
Telephone #		Email address	FAX #
409.296.6100		scott@eastchambers.net	409.296.3528

Signature (blue ink preferred)

Date signed

Scott Campbell

04/30/2018

Only the legally responsible party may sign this application.

701-18-111-078

Schedule #1—General Information

County-district number or vendor ID: 036903

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
3	Certification of Shared Services	<input type="checkbox"/>	<input type="checkbox"/>
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
19	Private Nonprofit School Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
21	Program Information Addendum	<input checked="" type="checkbox"/>	N/A

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, the application will be disqualified.

Part 4: Single Audit Compliance for IHEs and Nonprofit Organizations

INSTRUCTIONS: This part of Schedule #1 is required only for colleges, universities, and nonprofit organizations (other than open-enrollment charter schools)

Enter the start and end dates of your fiscal year in Section 1.

In Section 2, check the appropriate box to indicate whether or not your organization is included in the annual statewide single audit.

Public IHEs are generally included, and nonprofit organizations are generally not included.

Section 1: Applicant Organization's Fiscal Year

Start date (MM/DD):

End date (MM/DD):

Section 2: Applicant Organizations and the Texas Statewide Single AuditYes: ☐No: ☐**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 036903

Amendment # (for amendments only):

Part 1: Required Attachments

No program-related or fiscal-related attachments are required to be submitted with this grant application.

However, please note that nonprofit organizations, excluding ISDs and open-enrollment charter schools, will be required to submit proof of nonprofit status (see General and Fiscal Guidelines, Required Fiscal-Related Attachments, for details) prior to TEA issuing a grant award.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>Every Student Succeeds Act Provisions and Assurances</u> requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 036903

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances
☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The program will take place in a safe facility that is properly equipped and accessible to participants and family members.
4.	The proposed program was developed, and will be carried out, in active collaboration with the schools that participating students attend, including through the sharing of relevant data among the schools, all participants of the eligible entity, and any partnership entities in compliance with applicable laws relating to privacy and confidentiality and in alignment with the challenging state academic standards and any local academic standards.
5.	The program will target students who primarily attend schools eligible for schoolwide programs under ESEA as amended by Section 1114, and the families of such students.
6.	Applicants that receive priority points for serving: 1) students in schools implementing comprehensive support and improvement activities or targeted support and improvement activities under ESEA as amended, Section 1111(d) and other schools determined by the local educational agency to be in need of intervention and support and 2) students who may be at risk for academic failure, dropping out of school, involvement in criminal or delinquent activities or who lack strong positive role models assure that they will target these students.
7.	The community has been given notice of an intent to apply and that the application and any waiver request will be available for public review after submission of the application.
8.	The applicant will adhere to the level of services in the approved application and in the agreed-upon center operation schedules and will provide those services to eligible students through this and all continuation and renewal grant periods, as applicable. Applicant acknowledges that proposed amendments that reduce the level of services to below the Year 1 awarded application will be approved only in extreme or unusual circumstances and that failure to adhere to service levels and student targets will result in reduced funding during the subsequent continuation grant period. Grant funds remaining unexpended at the end of the expenditure reporting period for the grant award will not be made available by TEA to supplement continuation grant awards.
9.	Services for students and families will begin no earlier than the grant start date of August 1, 2018 and no later than September 4, 2018.

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Schedule #2—Required Attachments and Provisions and Assurances (cont)

County-district number or vendor ID: 036903

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

10.	<p>The applicant will adhere to a TEA-approved schedule that meets or exceeds program service requirements at each center and that provides a consistent and dependable schedule of weekly activities for all students enrolled. The applicant agrees to meet with TEA or its contractors after awards are announced and before the start date of the program to develop an approvable operation calendar for each center.</p> <ul style="list-style-type: none"> • A minimum of 35 weeks per year across all terms, including summer. TEA will count only the weeks in which a center offered the minimum number of hours-per-week toward the 35-week total. Make-up hours will be credited. The week runs from Sunday through Saturday. • A minimum of five days per week for the fall and spring terms. • A minimum of 15 hours per week (applicants should not propose to offer more than 20 hours of programming per week). Note: Transportation time that exceeds 30 minutes per-day shall not be counted towards minimum hours-per-week of programming. • A minimum of six weeks and four hours per day, four days per week during the summer term. Continuous weeks are not required. Grantees may offer four weeks of summer programming during the grant period that ends July 31, 2019, but if approved, the grantee must offer two weeks of summer programming in the subsequent continuation period between August 1, 2019, and the first student attendance day for the 2019–2020 school year. • Hours dedicated to program activities for adult family members will not count toward student programming.
11.	Services will be provided at no cost to participants. Grantees are prohibited from collecting fees, including late pickup fees or any other fee.
12.	Activities will be supervised at all times by qualified staff at adult to student ratios that meet or exceed TEC Chapter 25, Subchapter D requirements or other state required ratios as applicable.
13.	Center-level activities will be a minimum of 45 consecutive minutes in length and planned for each hour that a center is operating. Activities will be intentionally designed to address student needs and student voice, aligned with state standards and developed using a planning tool such as the Texas ACE© Activity/Unit and Lesson Plan Worksheet. Activities will reflect each of the following four components during each term: academic assistance, academic enrichment, family and parental support, and college and workforce readiness (grades 9-12 only).
14.	Academic, academic enrichment, accelerated learning, and tutoring activities will align with the regular school day program and state standards. Enrichment activities will enhance the academic-related activities of the regular day and/or be aligned with a documented student or campus need.
15.	All activities will occur at an approved center or, on a limited and pre-approved basis, at an adjunct site or during an approved field trip. Activities at a non-approved location, such as a feeder school, are unallowable and will not be charged to the grant.
16.	Grantee will offer families of students served by the program opportunities for active and meaningful engagement in their children's education and opportunities for literacy and related educational development. Family activities will be designed to meet the identified needs of each center's families and students; the needs of working families will be specifically addressed. Activities will be ongoing and consistently available throughout each term. The number of family members served will be proportional to the targeted number of students.
17.	All required staff positions will regularly participate in training and other opportunities offered by the Texas ACE© program. In addition, the grantee will regularly provide program-specific in-person training to center-level staff and will document the content and attendance of training events.

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Schedule #2—Required Attachments and Provisions and Assurances (cont)	
County-district number or vendor ID: 036903	
Amendment # (for amendments only):	
Part 3: Program-Specific Provisions and Assurances	
18.	Grantee assures that it will regularly engage a group of stakeholders, new or existing, to serve as a community advisory council charged with providing continuous feedback and involvement to increase community awareness and program quality, evaluate program effectiveness, and inform operations and sustainability plans. Membership will be diverse and qualified to support efforts to increase quality and visibility of the program in the community.
19.	The grantee will cooperate with TEA and its contractors in conducting state-required activities, including but not limited to program implementation monitoring, statewide evaluation, compliance, technical assistance, and capacity building.
20.	Local grant programs will include the Texas ACE© logo in all outreach and communication materials and the grantee will comply with Texas ACE© branding guidelines.
21.	The applicant agrees to submit required data for state program evaluation, compliance monitoring, and federal reporting in the format and timeline provided by TEA. Grantee agrees to submit required logic models, sustainability plans, program evaluation reports, and any other required reports or products in accordance with the format provided by TEA.
22.	<p>Grantee will adhere to the Texas 21st Century Student Tracking (TX21st) system data reporting requirements. Grantee Profile, Funding, Contacts, Partner, Center Profiles, Center Contacts, Center Operations, Feeder Schools, Activities, and Schedule data will be entered in August and will be updated as changes in any of the data occur. Center Operations data will be updated at the beginning of each term. Data entered in the system must support the approved application and operating schedule.</p> <ul style="list-style-type: none"> • Participant and enrollment data will be entered in August or September, depending on the center schedule. • Attendance data will be entered daily or weekly. • Exception reports and data corrections will be completed and reviewed by the project director • Grantee will coordinate with the school district to collect and enter school day attendance and grades data into TX21st.
23.	The grantee agrees to conduct annual local program evaluation at the center and grant levels that assesses the following objective measures: school day attendance, core course grades, mandatory discipline referrals, on-time advancement to the next grade level, high school graduation rates, and high school student career competencies. The results of the local evaluation will be used to refine, improve, and strengthen the local program and will be made available to the public upon request, with public notice of such availability provided.
24.	Applicant will comply with any program requirements written elsewhere in this document.

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Schedule #5—Program Executive SummaryCounty-district number or vendor ID: **036903**

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

This 21st CCLC grant project will be known as STEM to STERN for its comprehensive, core content plus fine arts, community-wide programmatic approach. We will offer projects and programs from Science, Technology, Engineering, and Math (STEM) to Speech, Theatre, Entrepreneurship, Research, and Networking (STERN).

All East Chambers ISD (ECISD) schools will participate as it is the district's intention to offer a wealth of high-quality academic, enrichment, and support options to all high-needs students so they might benefit from the types of activities higher-income families routinely provide to their children as a matter of course.

Priority Points: ECISD's Texas 21st CCLC Cycle 10 application includes four schools that each enroll a high percentage of at-risk students who lack strong positive role models; is jointly submitted with this LEA and project partners (see attached letter of support from the Ministerial Alliance), thereby expanding accessibility to high-quality services (5 points); and has provided a written letter of support for local sustainability from board members (attached) (5 points).

Budget Development Process: The STEM to STERN budget development process was led by the Superintendent who involved the Special Services Director, nine school administrators, teachers, and Campus Advisory Teams. This broad-based group met in March and April 2018 to determine funding needs based on district and campus improvement plans, current district and school funding sources, student achievement gaps, community resources and gaps, current parent involvement levels, and informal input from teachers, parents, and students.

Relationship of District Demographics to Grant Goals and Purposes: The STEM to STERN Planning Team reviewed current demographics of each campus and the district as a whole in order to ensure a fit with grant goals and purposes. EC Elementary is a schoolwide Title I campus, and all campuses serve a significantly higher percentage of three special populations than does the state: Economically Disadvantaged: 80.3% vs. 59%; At-risk: 66% vs 50.3%; Special Education: 9.3% vs. 8.8%. Implementing the 21st CCLC program on all four ECISD campuses in 2018 establishes a comprehensive district-wide approach and meets the overall stated purpose of this grant, which is to help low-income, high-needs, at-risk students succeed. ECISD will use grant funding to improve student achievement in math, reading/language arts, and science; increase the number of students participating in STEM and Fine Arts activities; increase family engagement; and offer a wealth of enriching courses to educationally disadvantaged students, thereby preparing them for college matriculation, success, and completion. This program will provide an enriching array of activities not otherwise available to students due to limited rural district resources and low levels of family income.

Needs Assessment Process Design, Efficacy, and Updates: East Chambers ISD's Superintendent leads the district needs assessment process and determines its efficacy, and the District and Campus Advisory Teams determine when and how the process needs to be updated or changed. All principals complete a campus needs assessment and improvement plan, which are synthesized by the Superintendent, who creates the district needs assessment and improvement plan. Findings also drive allocation and coordination of curriculum, financial, physical/facilities, technology, and human resources. School leaders used their needs assessments and improvement plans to determine a broad outline of the types of programs and activities most needed and wanted at the Center level. Each campus will tailor their program offerings as appropriate to the grade levels served and will solicit input from students, parents, and families at least twice yearly to both plan and assess participant satisfaction with the proposed STEM to STERN program.

Plan for Ensuring High-quality Program Management: The Superintendent will supervise the Project Director who will oversee the full-time Family Engagement Specialist and all Site Coordinators. Together, these positions make up the STEM to STERN Project Management Team. The Project Advisory Team will include one school administrator, at least one representative from the primary project partner, and at least one parent, one teacher, and one student.

Program Evaluation Methods: ECISD will contract with a college- or university-based independent evaluator (TBD) who will use qualitative and quantitative data methods and analysis to gather and analyze data, make informed decisions on program efficacy, and guide progress measurement and program adjustment. During the project period, the team will consider data from test scores, enrollment, attendance, and participant feedback, as well as student interest surveys and school leader recommendations. The Project Director will work with the contracted evaluator to ensure all evaluation reports are completed as required by TEA.

All Statutory and TEA Requirements Addressed: The signature of the Superintendent on page 1 and the responses in each section ensure that East Chambers ISD has completely and accurately answered all statutory and TEA requirements for this Texas 21st CCLC grant. Prior to submission, this grant was reviewed by the Special Populations Director, campus principals, and the Superintendent who has approved the proposed plan of operation for this district-wide application. ECISD is committed to achieving the goals and purpose of this 21st CCLC program and will complete all trainings, reports, reviews, checklists, surveys, and other requirements as established by TEA.

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By TEA staff person:

Schedule #6—Program Budget Summary					
County-district number or vendor ID: 036903			Amendment # (for amendments only):		
Program authority: Public Law 114-95, ESEA of 1965, as amended by Every Student Succeeds Act, Title IV, Part B (20 U.S.C. 7171-7176)					
Grant period: August 1, 2018, to July 31, 2019			Fund code/shared services arrangement code: 265/352		
Budget Summary					
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$696,991	\$45,572	\$742,563
Schedule #8	Professional and Contracted Services (6200)	6200	\$28,500	\$0	\$28,500
Schedule #9	Supplies and Materials (6300)	6300	\$129,938	\$0	\$129,938
Schedule #10	Other Operating Costs (6400)	6400	\$10,440	\$0	\$10,440
Schedule #11	Capital Outlay (6600)	6600	\$0	\$0	\$0
	Consolidate Administrative Funds			<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Total direct costs:			\$865,868	\$45,572	\$911,440
Percentage% indirect costs (see note):			N/A	\$0	\$0
Grand total of budgeted costs (add all entries in each column):			\$865,868	\$45,572	\$911,440
Shared Services Arrangement					
6493	Payments to member districts of shared services arrangements		\$0	\$0	\$0
Administrative Cost Calculation					
Enter the total grant amount requested:					\$911,440
Percentage limit on administrative costs established for the program (5%):					× .05
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:					\$45,572

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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Schedule #7—Payroll Costs (6100)			
County-district number or vendor ID: 036903		Amendment # (for amendments only):	
Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
Academic/Instructional			
1 Teacher			\$
2 Educational aide			\$
3 Tutor			\$
Program Management and Administration			
4 Project director (required)	1		\$60,000
5 Site coordinator (required) @ \$55,000	4		\$220,000
6 Family engagement specialist (required)	1		\$40,000
7 Secretary/administrative assistant			\$
8 Data entry clerk			\$
9 Grant accountant/bookkeeper			\$
10 Evaluator/evaluation specialist			\$
Auxiliary			
11 Counselor			\$
12 Social worker			\$
Education Service Center (to be completed by ESC only when ESC is the applicant)			
13 ESC specialist/consultant			\$
14 ESC coordinator/manager/supervisor			\$
15 ESC support staff			\$
16 ESC other			\$
17 ESC other			\$
18 ESC other			\$
Other Employee Positions			
19 Title			\$
20 Title			\$
21 Title			\$
22	Subtotal employee costs:		\$
Substitute, Extra-Duty Pay, Benefits Costs			
23 6112 Substitute pay			\$
24 6119 Professional staff extra-duty pay			\$236,250
25 6121 Support staff extra-duty pay			\$37,800
26 6140 Employee benefits @ 25%			\$148,513
27	Subtotal substitute, extra-duty, benefits costs		\$422,563
28	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):		\$742,563

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #8—Professional and Contracted Services (6200)		
County-district number or vendor ID: 036903		Amendment # (for amendments only):
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
Professional and Contracted Services Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	\$
	Specify purpose:	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1	independent program evaluation (college or university evaluator, contractor TBD)	\$6,000
2	Contracted service providers to supplement district staff-provided afterschool courses (ex: dance, robotics, ACT test prep, etc.) – To be determined by Site Coordinator after updating student and parent interest surveys	\$22,500
3		\$
4		\$
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
b. Subtotal of professional and contracted services:		\$28,500
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$0
(Sum of lines a, b, and c) Grand total		\$28,500

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #9—Supplies and Materials (6300)		
County-District Number or Vendor ID: 036903		Amendment number (for amendments only):
Supplies and Materials Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	\$129,938
Grand total:		\$129,938

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: 036903		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally. 2 program staff to attend one afterschool conference each program year	\$3,060
6412	Travel for students to conferences (does not include field trips). Requires pre-authorization in writing. Specify purpose:	\$
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$
6413	Stipends for non-employees other than those included in 6419	\$
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	\$
Subtotal other operating costs requiring specific approval:		\$
	Remaining 6400—Other operating costs that do not require specific approval (travel for PD, FES, and all SCs to attend required trainings and meetings – assume two 2-day trips per year, RT from Winne, TX to Austin, TX):	\$7,380
Grand total:		\$10,440

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #11—Capital Outlay (6600)				
County-District Number or Vendor ID: 036903			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6669—Library Books and Media (capitalized and controlled by library)				
1		N/A	N/A	\$
66XX—Computing Devices, capitalized				
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
66XX—Software, capitalized				
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
66XX—Equipment or furniture				
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)				
29				\$0
Grand total:				\$0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #14—Management Plan

County-district number or vendor ID: 036903

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the desired qualifications, experience, and any requested certifications of the primary project personnel projected to be involved in the implementation and delivery of the program. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

#	Title	Desired Qualifications, Experience, Certifications
1.	Project Director (PD)	REQUIRED: At least 3 years' public school teaching experience; prior success in managing multi-year school- or district-wide programs; demonstrated organizational, time management, communication, and leadership supervision skills; Bachelor's degree in education or related field. PREFERRED: Bilingual (English/Spanish) candidate
2.	Site Coordinator (SC)	REQUIRED: Experience in teaching and/or program management or working with at-risk students in a leadership capacity; strong organization and time management skills; deep knowledge of existing community resources and gaps; professional written and verbal communication skills; Bachelor's in education or a related field; PREFERRED: Bilingual (English/Spanish) candidate.
3.	Family Engagement Specialist (FES)	REQUIRED: Deep knowledge of the communities ECISD serves and experience working with these communities and their resources; strong organization, communication, and interpersonal skills; able to work flexible hours to accommodate program schedule. Associate's in education, social services, or a related field. PREFERRED: Bilingual (English/Spanish); Bachelor's degree.

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

#	Objective	Milestone	Begin Activity	End Activity
1.	By 07/31/19, 85% of regular student participants will show growth in Reading/ELA and Math.	1. All at-risk, high-need students identified, recruited	08/01/18	05/31/19
		2. SC communicates with all parents of these students	08/15/18	05/31/19
		3. At least 75% of targeted students enroll in program	08/25/18	05/31/19
		4. At least 85% of targeted students attend 45+ days	12/15/18	07/31/19
		5. Objective achieved as stated.	06/01/19	07/31/19
2.	By 07/31/19, all schools will show improvement in econ disadv st acad performance (closing gaps)	1. SC identifies econ disadv students at risk of failing	08/01/18	04/01/19
		2. FES assists parents in supporting student achievement	08/15/18	07/15/19
		3. At least 75% of targeted students enrolled in progr	08/25/18	07/15/19
		4. At least 75% of targeted students attend 45+ days	08/01/18	07/31/19
		5. Objective achieved as stated.	05/01/19	07/31/19
3.	By 07/31/19, 80% of tested students partic. will pass STAAR/EOC science exams.	1. SC recruits st who will take STAAR/EOC science	08/01/18	05/31/19
		2. At least 50% of targeted students enroll in program	08/25/18	05/31/19
		3. SC ensures engaging STEM courses offered	08/25/18	07/15/19
		4. At least 70% of students pass science benchmark	01/05/19	03/15/19
		5. Objective achieved as stated	05/01/19	07/31/19
4.	By 07/31/19, each school will show a 10% or greater increase in family engagement.	1. FES and SC contact all households in ECISD	08/15/18	05/31/19
		2. SC ensures engaging family programs offered	08/25/18	07/15/19
		3. Centers celebrate fam, participation, st. attendance	12/15/18	07/15/19
		4. At least 40% of targeted parents come to 2 events	09/01/18	07/15/19
		5. Objective achieved as stated	01/05/19	07/15/19
5.	By 07/31/19, 75% of all secondary students will participate in at least two college-preparatory activities.	1. FES and SC contact parents about college prep activities	08/15/18	05/31/19
		2. SC schedules monthly col prep activities and visits	09/01/18	07/15/19
		3. Family engagement activities include college preparatory education activities, college visits, etc.	09/01/18	07/15/19
		4. 60%+ of second. st. partic. In 2 col prep activities	09/01/18	07/15/19
		5. Objective achieved as stated	01/05/19	07/31/19

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 036903	Amendment # (for amendments only):
Statutory Requirement 1: Describe how the eligible entity evaluated community needs and resources. Describe the results, including the resources available in the community, and how the program strategies and activities proposed to be carried out in the center(s) will address those needs. Specifically address the needs of working families. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.	
<p>Needs Assessment Process: The STEM to STERN Project Planning Team met during March and April 2018 to design an innovative approach to programming and the related funding needs based on district and campus improvement plans, school and community economics and demographics, student achievement gaps, campus needs and assets, and current parent involvement levels as well as the needs of working parents in this rural community, which include a safe, educational, and enriching place for their children after school, on weekends, and during summer hours—all of which STEM to STERN will provide. Each school's leaders also gathered input from a representative sample of teachers, students, and parents regarding each campus' programming needs, student and parent interests, and the estimated number of students who would likely participate on a regular basis. In addition, the Planning Team reviewed and considered student participation in each school's current (limited) after-school program offerings and extrapolated the number of students for this expanded program. The result is this proposed Texas 21st CCLC program that includes an enticing array of academic, enrichment, and family engagement programming never before available to students and families in rural Winnie, Texas.</p> <p>Available Resources: In addition to the district's physical plant facilities (the four campuses/Center sites on which the program will operate), East Chambers ISD counts the available funding noted on page 24, which will also provide additional staffing, contracted services for social-emotional supports, curriculum materials, technology equipment, professional development, tuition for dual-credit enrollment, extracurricular activities, and potential program volunteers as noted on pages 16 and 21.</p> <p>Community Needs and Gaps: Based on careful examination of student-, school-, and program-level data, including student achievement results, ECISD identified the following specific school/community needs: 4th grade math and writing passing rates lag as many as 13 percentage points behind those of Region 5 and the state; 6th grade reading passing rate is lower than the region and state; there are performance gaps of up to 21 percentage points between white and African American students in 6th grade math; 7th grade reading, math, and writing performance lags up to 10 percentage points behind that of the region and state; the gap for 7th grade Hispanic students (43.7% of the district's population, overall) is 15-23 points lower than the state average across the board; the percent of African American students completing the recommended high school diploma program lags an astonishing 22 percentage points (or 25.7%) behind the district's overall rate; this 2015-16 number is down (to 63.6%) from 2014-15's 100%. Although the high school earned a distinction designation in closing performance gaps (Top 25%), gaps between African American and Hispanic students and between white and African American students and between white and Hispanic students remain unacceptably wide across the district. Over 80% of all ECISD students are economically disadvantaged, with little or no additional resources for academic assistance or enrichment activities outside of those available during or after school, and 66% of all ECISD students are considered at-risk of academic failure due to various social, economic, and academic factors. Rural Winnie, Texas, in unincorporated Chambers County, lacks the level of community-based enriching experiences found in larger towns and cities; additionally, 57% of ECISD's students are from low-income families without the resources to provide "level playing field" college-preparatory experiences that higher income parents can easily afford. Finally, out of 1,520 students in the district, approximately 500 were left homeless during Hurricane Harvey, and many still are, further increasing need.</p> <p>Programmatic Response/Addressing Needs and Gaps: The heart of the Winnie community is East Chambers ISD's four schools, and the district understands its role in providing much-needed services, activities, and opportunities for students and their families. Grant funding will allow ECISD to extend the school day into the early evening hours, providing a safe haven and a carefully planned program that excites students and engages families. Student attendance in ECISD is high, and rates of disciplinary incidents and alternative placement are very low. Therefore, the district will use grant funding to improve academic achievement, close achievement gaps between student groups, and increase parental involvement and understanding of the college readiness, preparation, application, and persistence process. All program Centers will provide core content-area tutoring services. Students in need of remediation, in danger of failing, or with recent academic failures will be assigned to tutorials, homework assistance, and other academic support activities by content area. Students achieving at or above grade level will be encouraged to serve as peer tutors to reinforce their own learning and to provide support to their classmates. All students will participate in enrichment activities such as sports/recreation, clubs, and fine arts activities). The Project Director and Site Coordinators will ensure that students' Special Education modifications will be honored during extended-day activities and that Individualized Graduation Plans will be followed, updated, and modified accordingly throughout the funding period.</p>	
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Schedule #16—Responses to Statutory Requirements (cont.)County-district number or vendor ID: **036903**

Amendment # (for amendments only):

Statutory Requirement 2: Describe the planned partnership between the applicant and the proposed eligible partner organization(s), including how the partnership will contribute to achieving stated objectives and sustaining the program over time, or provide evidence that the LEA is unable to partner with a community-based organization in reasonable geographic proximity and of sufficient quality to meet the requirements. *Check the box that applies to this application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.*

☒ This applicant is part of a planned partnership.

☐ This applicant is unable to partner.

The Buccaneer is the mascot of ECISD. We often speak in nautical terms as the boundaries of our district extend from the coastal prairie to the Gulf of Mexico.

Being in the heart of the area ravaged by Hurricanes Rita (2005) and Ike (2008) followed by the extreme floods of Harvey (2017), we understand the perils of the sea. To mitigate the stress and to increase opportunities for our communities, families, and students, we have developed an innovative after school program to provide academic acceleration, enrichment, and family engagement. It is our mission to be a harbor for our children where they are offered a safe physical space, nourishment, and access to the tools they need to inspire hope and restore their dreams for the future.

Utilizing multisensory approaches in a variety of educational interests, we will offer multiple programs covering a broad area of the curriculum spectrum. Our program goes from **STEM to STERN**, a nautical term covering the full length of a ship, from the front end of the vessel to the back end. We will offer projects and programs from Science, Technology, Engineering, and Math (STEM) to Speech, Theatre, Entrepreneurship, Research, and Networking (STERN).

In keeping with the all-encompassing nature of the program as proposed in this application, ECISD's Texas 21st CCLC Project Partner, is the Ministerial Alliance of Winnie/Stowell.

The Ministerial Alliance's key partnership strength is its longevity in the community and its all-encompassing reach. Representing 11 area churches, the Ministerial Alliance has a long history of involvement with youth education and programming and has built relationships with school and district leaders, teachers, parents, families, and students.

During the project period, the Ministerial Alliance will demonstrate supportive partnership through the following activities:

- Communicate with the broader community about **STEM to STERN** program offerings;
- Encourage families to participate in education and engagement opportunities;
- Provide facilities for project activities as appropriate or needed;
- Provide character education and mentoring for youth;
- Identify, screen, coordinate, and supervise community members wishing to volunteer in the program; and
- Serve on the Project Advisory Team in support of district efforts to identify sustainable funding sources and program practices.

Each Center will determine its own unique mix of contracted service providers and programming based on student and parent interest surveys during twice annual site-specific needs assessments conducted by the Site Coordinator upon notice of funding and at the first program year's mid-point. **Community-based partners and vendors** such as the Boy Scouts, Girl Scouts, Gulf Coast Little Dribblers, United Way, CASA—Court Appointed Special Advocates, Chambers County Library System, will be tapped to create programs responsive to student interest as noted on **page 19 (see table)**.

Local nonprofits, government agencies, and business groups further round out ECISD's comprehensive **STEM to STERN** program. The Lion's Club will provide eyesight screenings; the Optimist Club and the Chambers County Sheriff's Department will provide drug prevention programming and outreach; the Winnie Area Chamber of Commerce will connect ECISD and **STEM to STERN** staff with volunteers from the business community; the Texas Rice Festival's local agricultural museum will provide programming related to the local agricultural economy; the Texas Parks and Wildlife Department will provide opportunities for field lessons at the McFaddin and Anahuac National Wildlife Refuges.

Representatives from the Ministerial Alliance and selected partners noted above will be invited to serve on the Project Advisory Team, which will meet at least quarterly to provide partner feedback, present problems and suggest solutions, and review input from stakeholders for future planning purposes, thus including a diversity of perspectives and ensuring that the project stays on track to achieve all stated goals and objectives.

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 036903	Amendment # (for amendments only):
<p>Statutory Requirement 3: Describe how the proposed program will impact performance, attendance, discipline referrals, advancement, and, if applicable, high school graduation rates and career competencies. If the program proposes to impact additional local measures or objectives, state those here and describe how the program is designed to impact those. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.</p> <p>Improving Student Academic Performance: Implementing ECISD's Texas 21st CCLC Program will afford each participating campus additional time with students in order to fill in educational gaps, improve English-language learners' reading and language skills, and provide targeted tutoring in core content areas. Strategies for improving student academic performance include: Analyzing student achievement data weekly (ex: grades, Renaissance reading and math), monthly or every few months (ex: benchmarks for STAAR, EOC exams; progress reports every 3 weeks, report cards every 6 weeks, etc.); Tracking and assisting struggling students identified via AIMSweb universal screening (twice annually); Targeting, recruiting, and enrolling STEM to STERN students most in need of academic support; Planning, implementing, and evaluating reading/language arts, math, science tutorials and peer tutoring/coaching as appropriate to each grade level; Providing time for individual and small group homework help; Offering SAT, ACT, and STAAR test prep; Offering parent engagement/learning opportunities that encourage parent support for student learning; and Acknowledging and celebrating student achievement gains.</p> <p>Related program objectives for Cycle 10 designed to improve student academic performance include: 85% of regular student participants will show growth in RLA and Math; all schools will show improvement in closing achievement gaps for economically disadvantaged students; 80% of tested students participating will pass STAAR/EOC science exams; each school will show a 10% or greater increase in family engagement; and 75% of all secondary students will participate in at least two college-preparatory activities</p> <p>Improving Attendance: The more engaging and compelling the program design, the more demand there is for student participation, and this excitement to participate in the after-school program improves students' school-day attendance as well. Overall district attendance has been strong in the past. However, the trauma of homelessness and losses due to Hurricane Harvey have made this a particular challenge, stressing students and families beyond normal limits. Over 500 students (1/3 of all enrolled) were displaced by the storm, and many remain homeless today. During the program period, strategies to improve attendance will be ongoing and include: Soliciting student voice and choice to ensure ongoing program attractiveness; Sharing campus, district, and program attendance goals with students and parents through meetings, newsletters, website postings, and other media; Offering an enticing array of 21st CCLC academic enrichment, sports/recreation/movement, fine arts, cultural/social, and student volunteer/service-learning activities that encourage attendance at school, attendance in the program, and parent support and engagement; Directing a portion of the Family Engagement Specialist's time to communicate directly with parents regarding the impact of their child's absences; Providing attendance incentive programs; Communicating with parents/guardians; Providing counseling as needed; and Acknowledging and celebrating improved attendance.</p> <p>Improving Behavior/Decreasing Discipline Referrals: ECISD has a very low rate of disciplinary referrals overall and at each individual campus, and almost no alternative disciplinary placements. However, ECISD is always striving to improve student behavior and strengthen interpersonal skills and conflict resolution. Strategies to improve behavior for participating students include: Using point sheets to track behavior and provide incentives; Reviewing disciplinary tracking data at least monthly to identify students in need of behavior improvement and related programs; Flagging other disciplinary incidents as they arise and use the situation to encourage students and parents to participate in STEM to STERN; Offering peer mediation, counseling, and other student supports/referrals; Ensuring activities incorporate team-building, flexible grouping, character education, and individual self-expression wherever possible; and Acknowledging and celebrating improved behavior.</p> <p>Promotion Rates: All of the above-mentioned strategies for improving academic performance, attendance, and behavior also contribute to improved promotion rates across the board. Additional strategies include: Offering materials and activities to help parents support academic improvement; Ensuring services for learning disabled students continue during out of school time; Providing individualized instruction from tutors and adaptive learning software; and Acknowledging and celebrating improved promotion rates and the many benefits therein.</p> <p>Graduation Rates: ECISD's Class of 2016 had a 99% graduation rate (up from 98.8% the year before. Strategies for maintaining this high rate include: Providing meaningful diagnostic and benchmark testing (SAT, ACT, STAAR, internal assessments) and involving students in interpretation of results; Providing SAT and ACT preparatory courses and support; Providing assistance with college applications and acceptances; Coordinating with Lee College to assist graduates by ensuring they have completed all the application requirements necessary to enroll in college; Offering local college/university tours for students and parents; Offering dual credit/dual enrollment classes for grades 9-12; and Acknowledging and celebrating improved graduation rates.</p>	
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Schedule #16—Responses to Statutory Requirements (cont.)County-district number or vendor ID: **036903**

Amendment # (for amendments only):

Statutory Requirement 4: Explain how the program will use best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, positive youth development of the students, and, if applicable, postsecondary and workforce preparation. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Best Practices: Programming

ECISD's **STEM to STERN** 21st CCLC program will serve students at all levels, from PreK through 12th grade. Therefore, it is imperative that we employ best practices that are matched to each instructional level (primary, elementary, junior high, and high school). To ensure ECISD meets its recruitment goals, **STEM to STERN** will feature high-interest activities based on student voice and choice (Friedman & Bleiburg, 2007). At the high school level, in particular, giving students a voice in program matters is one of the most important aspects of an effective program (Afterschool Alliance, 2004). **STEM to STERN** will ensure *all* students have a say in the menu of offerings and that they be allowed to choose their participation in programs as often as possible. Additionally, research by the Harvard Graduate School of Education names three critical factors to achieve successful afterschool program outcomes:

1. **Access to and sustained participation in programs--** Young people experience greater gains if they participate in afterschool programs with greater frequency and in a more sustained manner. They also benefit from programs tailored to their interests, needs, and schedules, as well as from those providing exposure to new ideas, challenges, and people.
2. **Quality programming and staffing--** Developing programs intentionally, with a focus on promoting target outcomes through well-organized and engaging activities, is a critical component for achieving high quality afterschool settings. It entails having a clear vision and goals for the program from the start, as well as strong, directed leadership and sustained training and support to staff. Also, youth benefit by developing positive relationships with the program's staff, who in turn model good behavior, actively promote student mastery of skills or concepts in activities, listen attentively, provide feedback and guidance, and establish clear expectations for mature, respectful interactions with peers. Children who attend these well-supervised afterschool programs display better work habits, task persistence, social skills, pro-social behaviors, academic performance, and less aggressive behavior at the end of the school year.
3. **Strong partnerships--** High-quality programs effectively leverage partnerships with a variety of stakeholders, especially families, schools and communities.

As these are all requirements of the Texas 21st CCLC program overall, ECISD's Cycle 10 program will also feature these key components.

SOURCES: *Research-Based Practices in Afterschool Programs for High School Youth*. Holstead, J., King, M. H., and Miller, A. Afterschool Matters, Spring 2015. <https://files.eric.ed.gov/fulltext/EJ1063849.pdf> and *Secrets of Successful Afterschool Programs*. Wong, A. Harvard Graduate School of Education. <https://www.gse.harvard.edu/news/uk/08/02/secrets-successful-afterschool-programs>

Best Practices: Grant Management

The Texas 21st CCLC Cycle 10 Project Director will partner with the Family Engagement Specialist and will oversee the Site Coordinators. Together, these positions make up the **Project Management Team**. The Project Director, Family Engagement Specialist, and all four Site Coordinators will attend all required program orientations, trainings, and meetings and will also participate in at least one state or national out-of-school-time conference each year in order to stay abreast of research-based best practices in parent and family engagement. The PD will provide one-on-one coaching for all SCs according to need and will observe, provide feedback, and follow up with each SC to ensure program improvements are implemented with fidelity and that continuous program and student improvement occurs.

ECISD's teacher training, observation, evaluation, and support, system extends to all ECISD staff who also teach in the 21st CCLC program, ensuring best practices are used in educational and related activities that will complement and enhance academic performance, achievement, positive youth development of participating students, and postsecondary and workforce preparation.

The **STEM to STERN** Project Director will engage with other 21st CCLC PDs to gain facility with all Texas ACE structures, tools, and documents and to learn best practices for student recruitment and enrollment; family communication and engagement; program planning and implementation; data gathering and reporting; data analysis and program adjustment based on data; program evaluation and reporting; and professional development for all full-time 21st CCLC project staff.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 036903

Amendment # (for amendments only):

Statutory Requirement 5: Describe the proposed program activities and how they are expected to improve student academic achievement and overall student success. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

The role of the Project Director is to ensure that the Cycle 10 21st CCLC program is intentionally designed to meet the **broader program goals, objectives, and purpose** while still meeting the **specific academic and developmental needs of students at each Center**. As such, the program activities designed to improve student academic achievement and overall student success will vary slightly from campus to campus (guided by the input of teachers, students, parents on that campus), but the overall program will offer an enticing and balanced array of activities for all program participants.

Offerings for students will be based on surveys of their interests and will supplement and enhance the school-day curriculum. In addition to targeted tutorials in the core content areas (as determined by benchmark test results, grades, coursework, and teacher recommendation), **STEM to STERN** will offer programs and activities such as:

Academic and Student Support	Enrichment	Family Engagement and Education
<ul style="list-style-type: none"> Homework help Accelerated instruction STEM clubs Technology exploration Social-emotional support services Mentoring/character education STAAR/EOC test prep ACT and SAT test prep ESL supports 	<ul style="list-style-type: none"> Agricultural programs Intramural sports (soccer, football, basketball, etc.) Dance Chess Gardening Cooking Community service/volunteer opportunities Health, nutrition, and fitness Fine arts performance and appreciation 	<ul style="list-style-type: none"> Curriculum nights (ex: Math, Reading, Science) College visits with students Museum explorations Field lessons/field trips Understanding the FAFSA process College applications and scholarships Financial literacy Technology applications

These programs are expected to improve academic achievement and overall student success in three main ways:

1) By extending school-day programs through hands-on exploration to deepen understanding; **2) By supporting students' social-emotional growth and development**; and **3) By connecting parents and families**, providing time to learn and develop together with their children, and supporting them in understanding the importance of on-time high school graduation, postsecondary readiness, and college matriculation and success.

As detailed on page 30, project staff will continue to review **quantitative and qualitative data** from a variety of sources and will use that data, as well as any trends noted, to drive the intentional design of program activities. **Channels for input** will include both formal instruments (test scores, report cards, etc.) and informal methods (observation, student voting, parent discussion, surveys of school administrators and project partners, etc.). **Stakeholders involved** in data review include district personnel, campus administrators, school staff, program staff (Project Director, Family Engagement Specialist, Site Coordinators, program teachers), program partner representatives, parents of participating students, students, and program volunteers.

Furthermore, afterschool instruction and enrichment programming will be adapted to meet individual student needs (including at-risk students and those served by ELL and Special Education programs) in the following ways:

- **Adhere to students' existing Individual Education Plans (IEPs)**—example: read instructions aloud; allow extra time on task, etc.;
- **Use computer-based adaptive learning programs**—example: Dreambox, Rosetta Stone, EasyTech, EduSmart, Renaissance Learning, Study Island, Think Through Math, etc.;
- **Vary instructional settings to maximum student engagement**—example: classrooms for tutorials; playground space or gym for sports, dance, or other active events; public spaces for field experiences or fine arts performances; and
- **Vary types of activities by day and session**—example: academic assistance for first 45 minutes; enrichment activities for second 45-minute session; family engagement activities for third 45-minute session and to facilitate parent involvement while integrating with safe transportation home/student pick-up.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 036903

Amendment # (for amendments only):

Statutory Requirement 6: Describe the applicant's plan to disseminate information about the community learning center, including its location, to the community in a manner that is understandable and accessible. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

East Chambers ISD will **disseminate information** about the 21st CCLC program in the following manner:

For **recruitment** purposes, the info will be distributed via flyers and parent newsletters (in English and Spanish, sent electronically and on paper), campus/district website, 21st CCLC **STEM to STERN** website (to be developed), announcements made during parent meetings, emails to parents with online access, and calls to students' homes made through the district calling system, School Messenger.

For **sharing the program's success**, that information will be disseminated at Board, District Leadership Team, and school faculty meetings and by letters to parents (in English and Spanish), campus/district websites, local community newspapers (as appropriate), through announcements made during parent meetings, and through ECISD newsletters, publications, and social media channels (Facebook, Twitter, etc.)

The **STEM to STERN** 21st CCLC Project Director and staff will also share information via program trainings and meetings with TEA and Texas ACE staff.

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Schedule #16—Responses to Statutory Requirements (cont.)County-district number or vendor ID: **036903**

Amendment # (for amendments only):

Statutory Requirement 7: Please describe the transportation needs of participating students and how students participating in the program will travel safely to and from the center(s) and home. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

All academic assistance, enrichment, family and parental support, and college- and workforce-readiness activities will take place during 29 weeks of after school hours and selected Saturdays during the school year and during six weeks in the summer.

At ECISD, all four schools have distinct buildings for primary, elementary, junior high school, and high school students. Activities will occur at all four campuses, and occasionally, students from one level (ex: primary) will participate in programming jointly with another level (ex: elementary). For these activities, or for others taking place at the district's Innovative Studies Building (under construction at the time of this application, to be completed in time for the opening of the 2018-19 school year), students will simply walk between buildings to the appropriate activity location.

Student Transition and Transportation/Pick-up

Since the majority of program activities will be offered at the students' home campuses of record, they will not have to be transported for regular program-day offerings. Other activities such as college/university tours, museum visits, or fine arts performances will take place on those sites.

At the end of each school day, students will leave their regular classroom and go directly to the cafeteria (or other appointed area) to **check in** for their 21st CCLC program participation where they will be given a healthful **snack** and will proceed with their teacher to the location of their first program session. Students will **transition** in an orderly manner, supervised by program staff (teachers and contractors/partners), to subsequent sessions, and teachers will take attendance as appropriate (unless students travel as a whole group).

At the end of each after-school program day, students will leave their assigned activity and go directly to the appointed area to **check out**. Bus riders will report to the **bus loading area** where their transportation home will be coordinated. Students not riding the bus will be **picked up by an authorized adult** who maintains the proper documentation (for example, a driver's license or other official photo ID). All areas of the school will be monitored as they would for the regular school day.

All students will check in and out electronically every program day for immediate, real-time data tracking that will improve the accuracy of data tracking and minimize administrative data entry.

Student Supervision

School administrators, teachers, and the Site Coordinators will monitor the check-in/check-out, parent drop-off/pickup, and bus procedures at each campus during program hours (after school, selected Saturdays, and summer sessions) to ensure all students arrive and leave campus in a safe, orderly, and supervised manner with the support of an experienced transportation team.

Site Coordinators will remain on their respective campuses until the last student has been safely transported or picked up by an authorized parent or guardian. Likewise, the Project Director, who will be on a Center site visit at the end of each day, will remain at a program site until all Site Coordinators communicate that their program has closed for the day and that no students remain.

General Program Participant Safety

Each Center site will maintain working fire extinguishers, smoke detectors, and carbon monoxide detectors, if applicable. The Program Director and Site Coordinators (and others as appropriate) will maintain updated contact information for the parents/caregivers of each student as well as current emergency or other contact information for neighborhood/community Fire, Police, and Child Protective Services. The physical facility, including buildings, furniture, playground equipment, etc., will be maintained to ensure general overall safety (e.g., appropriately stored chemicals, available first aid kits, written accident/incident plans, and current safety drill procedures). The Site Coordinator and at least one backup staff member per Center site will be trained in CPR and Basic First Aid.

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Schedule #16—Responses to Statutory Requirements (cont.)County-district number or vendor ID: **036903**

Amendment # (for amendments only):

Statutory Requirement 8: Describe how the eligible entity will encourage and use appropriately qualified persons to serve as the volunteers. Explain the policy for screening and placing volunteers. If the entity does not plan to use volunteers, please indicate that in the space provided. (Choosing not to use volunteers will not lower review scores).

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

ECISD's 21st CCLC program staff will identify interested **community volunteers** from several locations and sources around the county, including **local nonprofit organizations, businesses, churches, students' parents and adult family members, college students, the Texas A&M AgriLife Extension Agency, Lion's Club, Sherriff's Department's GREAT Program, the Volunteer Fire Department, and the ECISD Education Foundation.**

In collaboration with the Project Director, East Chambers ISD Human Resources staff will screen interested individuals who wish to serve as volunteers for the **STEM to STERN** Program. This is a standard East Chambers ISD policy, and it is in the best interest and safety of the students. All volunteers who will work directly with students will be required to submit to a background check (in accordance with district policy) in order to ensure that they are not a threat to students.

Once **screened and approved**, volunteers will receive the appropriate volunteer training as determined by the East Chambers ISD Human Resources Department. Further guidance and preparation for volunteers working specifically with children in the 21st CCLC Program will be designed and presented by the Project Director and Site Coordinators and updated annually as needed.

East Chambers ISD assures TEA that volunteers who have access to student data will do so in compliance with FERPA, the Family Education Rights and Privacy Act. In addition, the person must demonstrate subject matter or program-area competency, experience, and expertise in working with people, whether student or adult.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 036903

Amendment # (for amendments only):

Statutory Requirement 9: Describe a preliminary plan for how the community learning center will continue after funding under this grant ends, including how the resources provided by this grant will assist the program in local sustainability efforts. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Community Context

Although East Chambers ISD is a small rural district, its leaders and administrators are committed to continuing, and where appropriate, expanding this Texas 21st CCLC program beyond the initial funding period and promises the following: to maintain accurate, up-to-date records of grant activities and expenditures; to file accurate, thorough interim and final progress and financial reports in a timely manner; to fully account for the accomplishment (or failure to accomplish) each program objective and performance target; to demonstrate our intent and commitment to the implementation and operation of the 21st CCLC grant program in subsequent years, should continuation funding be available; to continue to participate in the grant program in subsequent years if available and awarded; to seek input and guidance from TEA and Texas ACE; and to share details of our model and the results of our pilot program with others.

ECISD will seek input from individuals, project partners, and community-based organizations involved in this project regarding their potential contributions to program sustainability and/or their connections to potential sources for continued program operation.

Sustainability Plan—Strategies and Resources

The East Chambers ISD Superintendent oversees all district grant-seeking activities, and works with Finance, Special Populations, Athletics, Health Services, Operations and Maintenance, and Human Resources staff as well as with the **East Chambers ISD Education Foundation** to coordinate the efficient use of local, per-pupil funding, grants from the state, and federal Title funds in the operation of grant-funded programs. The Foundation is a 501(c)(3) nonprofit organization whose primary purpose is to support educational programs for staff and students. Their assistance in identifying monetary, in-kind, and volunteer resources in support of district programs is invaluable. These collective efforts to identify additional funding sources and to maximize state and local allotments will continue over the next three years so that this 21st CCLC program can be sustained, expanded, and continued after the TEA funding period ends.

Examples of funding sources include, but are not limited to, the National School Lunch Program (US Dept. of Agriculture), Title I, IDEA, federal (USDE) grants, state (TEA) competitive grants, state (TEA) formula funding, per-pupil regular (ADA) funding, and weighted ADA (WADA) funding.

Additionally, **resources provided by this 21st CCLC grant**, such as program staff training and development, technology, and nonconsumable curriculum materials will continue to exist in the schools for which they are acquired for several years of useful life after program funding ends. Every effort will be made to carefully steward these resources to prolong their use and availability for future program offerings.

Finally, **all seven members of the ECISD Board of Trustees have signed a letter of support** (see attachment) indicating their willingness and intention to assist the Project Management Team in identifying sources of cash and in-kind support for program sustainability. The letter they have signed states, in part, *"the board members who have signed below pledge to work with the Superintendent, the after-school program Project Director, all Site Coordinators, the Family Engagement Specialist, and district and program staff to seek out, identify, and connect with additional funding sources to help our program continue. We will leverage partnerships with business and community organizations, local churches, and elected officials as appropriate in support of these efforts, and we will contribute our time and attention to quarterly sustainability meetings to ensure complete and efficient communication among and between the board, district staff, and project partners to this end. We will also seek out additional sources of contributions, including in-kind, volunteer, and material donations in support of continued program operation after the Texas 21st CCLC funding period has ended."*

Timeline

Upon notice of funding, ECISD will hire or designate the **STEM to STERN Project Director** and establish the Project Management Team and the Project Advisory Team, each of which will have a voice in finalizing program planning and structuring its implementation. The Superintendent will ensure two-way communication with the Board of Directors in order to identify and secure local, state, federal, and private funding to coordinate for grant sustainability and program continuation. **Each quarter** of the funding period, the Project Director will update the sustainability plan with additional resources and project partners and will secure commitments of continuation funding at all levels as appropriate.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 036903

Amendment # (for amendments only):

Statutory Requirement 10: Demonstrate how the proposed program will coordinate federal, state, and local programs and make the most effective use of public resources. In doing so, address how the program plans to supplement existing programs and services on the campus(es) to be served. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

East Chambers ISD realizes that the institutional commitment to this 21st CCLC project extends beyond the resources to be acquired with grant funds to include a much broader range of **human, financial, infrastructure, facility, volunteer, and in-kind resources and support**. Managing resources effectively includes continually assessing, updating, and communicating the need for such resources and monitoring and adjusting project activities to bring them into alignment with these needs.

For maximum impact of program dollars, and with an eye toward effectively and efficiently managing funding from a variety of sources throughout the grant period, ECISD will coordinate project activities, strategies, and materials with the following array of district, community, state, and federal resources to maximize delivery of program services for **450 students and at least 168 parents* who will participate in the 21st CCLC program in the rural community of Winnie, TX.**

Specific funding sources and their related resources to be coordinated with 21st CCLC funding include:

Federal Special Programs monies (Special Education, Title I, Title II, Title III, and Title IV)—TOTAL: \$411,688

- Salaries (school year and extended school year) which include paraprofessionals, certified ESY teacher, in house diagnostician, and about half of the salaries for the RTI Specialists, Dyslexia Specialist, and ESL Specialist: **\$331,363**
- Outside contracted services for counseling, Occupational Therapist, Physical Therapist, Speech Pathologist, Vision services, Deaf services, outside contracted specialty assessments: **\$35,920**
- Software and curriculum: **\$12,740**
- Student technology equipment: **\$20,085**
- Professional development: **\$3,080**
- Family engagement –safe social media speaker (two student sessions and an evening parent session); also speakers on bullying, nutrition, stranger danger, etc.: **\$8,500**

State and Local Monies—TOTAL: \$565,232

- Education Foundation Grants: **\$47,387**
- Technology costs including \$68,230 for capacity student devices and \$11,268 for student graphing calculators: **\$164,573**
- Software – Naviance, DMAC, Netchemia/TalentEd, iStation, Accelerated Reader, FastForWord, Study Island, AIMSweb Plus, Science Starters, vocabulary.com, Edgenuity, Moby Max, N2Y: **\$120,693**
- Gifted and talent student expenses: **\$18,608**
- Curriculum training including coop fees and consultant fees: **\$39,664**
- College tuition paid for students' dual credit: **\$3,550**
- Extracurricular costs including field trips, student organization trips, athletics, and camps: **\$170,757**

The total amount of federal, state, and local program dollars that will be combined or coordinated with 21st CCLC grant funds is estimated as **\$976,920**, bringing the total program cost to **\$1,888,360**. The **\$911,440** grant request, therefore, accounts for only **48.3%** of the total overall program cost. The Project Planning Team focused on providing an array of program-specific materials and line items and identifying existing sources of funding (Special Education, Title funds, etc.) to coordinate with 21st CCLC funding in order to produce a high-quality program for its district-wide 21st CCLC program.

** The number of participating parents is estimated as 25% of all parents of participating students. "All parents" is estimated as the number of all participating students x 1.5 (to account for single-parent families and sibling groups). Therefore, the formula is .25 x (1.5 x 450), or 168 parents projected to participate in 21st CCLC STEM to STERN family engagement and educational activities.*

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 036903

Amendment # (for amendments only):

TEA Program Requirement 1: Enter center-level information requested for each of the proposed centers.

Schedule #17—Responses to TEA Program Requirements				
County-district number or vendor ID: 036903		Amendment # (for amendments only):		
TEA Program Requirement 1: Enter center-level information requested for each of the proposed centers.				
Center 1	Name and physical address of center site:		The campus is (check all that apply):	
	East Chambers Primary School (SEE NOTE, BOTTOM OF PAGE 28) 316 Fear Rd. Winnie, TX 77665		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR	
	9-digit campus ID number: 036903103		<input checked="" type="checkbox"/> Pre-K <input checked="" type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6	
	Cost per student \$1,000		<input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	"Regular" student target (to be served 45 days or more annually):		Parent/legal guardian target (in proportion with student target):	
	100		37	
	Feeder school #1		Feeder school #2	
	NA		NA	
Campus name		Feeder school #3		
NA		NA		
9-digit campus ID number		NA		
NA		NA		
Estimated transportation time		NA		
NA		NA		
Center 2	Name and physical address of center site:		The campus is (check all that apply):	
	East Chambers Elementary School 1931 TX-124 Winnie, TX 77665		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR** SEE NOTE, BOTTOM OF PAGE 28	
	9-digit campus ID number: 036903101		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input checked="" type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6	
	Cost per student \$1,000		<input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	"Regular" student target (to be served 45 days or more annually):		Parent/legal guardian target (in proportion with student target):	
	100		37	
	Feeder school #1		Feeder school #2	
	NA		NA	
Campus name		Feeder school #3		
NA		NA		
9-digit campus ID number		NA		
NA		NA		
Estimated transportation time		NA		
NA		NA		
Center 3	Name and physical address of center site:		The campus is (check all that apply):	
	East Chambers Junior High School 1931 TX-124 Winnie, TX 77665		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR** SEE NOTE, BOTTOM OF PAGE 28	
	9-digit campus ID number: 036903041		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6	
	Cost per student \$1,000		<input checked="" type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	"Regular" student target (to be served 45 days or more annually):		Parent/legal guardian target (in proportion with student target):	
	125		46	
	Feeder school #1		Feeder school #2	
	NA		NA	
Campus name		Feeder school #3		
NA		NA		
9-digit campus ID number		NA		
NA		NA		
Estimated transportation time		NA		
NA		NA		

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 036903

Amendment # (for amendments only):

Center 4	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
	East Chambers High School 234 Buccaneer Drive Winnie, TX 77665		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR** SEE NOTE, BOTTOM OF PAGE 28		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10-11 <input checked="" type="checkbox"/> 12	
	9-digit campus ID number:	036903001				
	Cost per student	\$1,000				
	"Regular" student target (to be served 45 days or more annually):	125	Parent/legal guardian target (in proportion with student target):		46	
		Feeder school #1	Feeder school #2	Feeder school #3		
	Campus name	NA	NA	NA		
	9-digit campus ID number	NA	NA	NA		
Estimated transportation time	NA	NA	NA			
Center 5	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	9-digit campus ID number:					
	Cost per student	\$				
	"Regular" student target (to be served 45 days or more annually):		Parent/legal guardian target (in proportion with student target):			
		Feeder school #1	Feeder school #2	Feeder school #3		
	Campus name					
	9-digit campus ID number					
Estimated transportation time						
Center 6	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	9-digit campus ID number:					
	Cost per student	\$				
	"Regular" student target (to be served 45 days or more annually):		Parent/legal guardian target (in proportion with student target):			
		Feeder school #1	Feeder school #2	Feeder school #3		
	Campus name					
	9-digit campus ID number					
Estimated transportation time						

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 036903

Amendment # (for amendments only):

Center 7	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6	
	9-digit campus ID number:				<input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	Cost per student		\$			
	"Regular" student target (to be served 45 days or more annually):		Parent/legal guardian target (in proportion with student target):			
			Feeder school #1		Feeder school #2	
	Campus name				Feeder school #3	
	9-digit campus ID number					
Estimated transportation time						
Center 8	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6	
	9-digit campus ID number:				<input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	Cost per student		\$			
	"Regular" student target (to be served 45 days or more annually):		Parent/legal guardian target (in proportion with student target):			
			Feeder school #1		Feeder school #2	
	Campus name				Feeder school #3	
	9-digit campus ID number					
Estimated transportation time						
Center 9	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6	
	9-digit campus ID number:				<input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	Cost per student		\$			
	"Regular" student target (to be served 45 days or more annually):		Parent/legal guardian target (in proportion with student target):			
			Feeder school #1		Feeder school #2	
	Campus name				Feeder school #3	
	9-digit campus ID number					
Estimated transportation time						

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Schedule #17—Responses to TEA Program Requirements (cont.)				
County-district number or vendor ID: 036903			Amendment # (for amendments only):	
Center 10	Name and physical address of center site:		The campus is (check all that apply):	
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR	
	9-digit campus ID number:		Grade levels to be served (check all that apply):	
	Cost per student	\$	<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6	<input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12
	"Regular" student target (to be served 45 days or more annually):		Parent/legal guardian target (in proportion with student target):	
		Feeder school #1	Feeder school #2	Feeder school #3
	Campus name:			
9-digit campus ID number				
Estimated transportation time				

NOTES:

*ECISD is reconfiguring the grade levels served at each of its four campuses. In 2016-17, ECISD had EC Elementary (PreK – 4), EC Intermediate (5-6), EC Junior High (7-8), and EC High School (9-12). In 2017-18, ECISD had EC Elementary, EC Junior High, and EC High school.

Beginning in the fall of 2018, the configuration will be: EC Primary (PreK – 2), EC Elementary (3-5), EC Junior High (6-8), and EC High School (9-12).

** ECISD did not have these four school configurations in 2016-17, so TAPR data does not strictly apply. However, in 2017-18, ECISD has the following At-Risk data for its campuses: Elementary: 70%; Junior High: 70%; High School: 58%.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 036903

Amendment # (for amendments only):

TEA Program Requirement 2: Describe the proposed management, center operations, and corresponding budget plan. Explain how the plan will help meet the program objectives and student service targets. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Management Plan

East Chambers ISD will identify and hire a highly qualified Project Director (PD) to ensure the effective and efficient management of this multi-site, multi-year project.

At all stages of the project, ECISD will also involve key **curriculum and instruction, student services, and business staff** who will provide support to the PD and ensure compliance with all applicable local, state, and federal policies. In addition to overseeing and coordinating daily program management, the PD will work with district financial and business staff to maintain fiduciary and financial responsibility for all grant activities; keep accurate accounting data, records, and archiving of supporting documentation for all charges; classify and report the accounting transactions properly; certify expenses are true and correct; and prepare and submit written expenditure reports in coordination with district finance and business staff.

The 21st CCLC **STEM TO Stern Project Management Team** will consist of the PD, the Family Engagement Specialist (FES), and four Site Coordinators (SCs). In addition to **daily** informal communication, this team will meet **weekly** throughout the program implementation period to identify program-wide needs, strategies, challenges, and solutions; communicate about program activities, staffing, training opportunities; and monitor and adjust program activities as determined by data-indicated need. The PD will document program changes electronically and will communicate with his/her supervisor, the Superintendent, via email, phone calls, and in person weekly throughout the project period in order to ensure district-wide support for the project, coordinate funding, and plan for project sustainability. In addition to weekly parent newsletters in English and Spanish, quarterly reports (that adhere to Family Educational Rights and Privacy Act, or FERPA guidelines) will be made publicly available to the larger school community in both written and electronic format.

The **Project Advisory Team**, chaired by the PD, will consist of **at least** one SC, two project partner representatives, one school administrator or counselor, one teacher, one parent, and one student. This team will **meet quarterly** throughout the project period to review participant feedback (satisfaction surveys, student/family voice and choice data, etc.) and other program data as appropriate (in keeping with all applicable privacy laws and policies), advise project staff on program adjustment, and generally represent the voice of all stakeholders throughout the funding period. The Project Advisory Team, as supported by the seven-member Board of Trustees, will also support Project Management Team efforts to identify new and ongoing sources of funding and in-kind contributions for program sustainability.

Center Operations and Budget Plan

Each Center-level budget provides for a Site Coordinator, family engagement funding for center-specific programming, supplies and materials for the SC and family engagement, and travel for the SC to attend required program meetings and trainings. The PD will coordinate with the SC to manage the per-student funding allotted for each Center and will choose vendors and activities to support and extend ECISD's specific school-day initiatives, provide high-interest academic, enrichment, and family engagement/education programming based on student and parent voice and choice surveys, and expand access to high-quality services for students, parents, and families. The budget also includes funding for independent, third-party evaluation, to be contracted with a college or university experienced in evaluating multi-year federal K-12 education programs. **All STEM to STERN sites will operate for 15 hours over 5 days per week for 29 weeks during the school year and for 16 hours over 4 days per week for 6 weeks during the summer session.**

Meeting Program Objectives and Student Service Targets

The Site Coordinators are responsible for recruiting and enrolling the targeted number of participating students at their site and ensuring a variety of engaging programming to maintain their regular (45+ days) per calendar year participation throughout the program year. The Project Director will ensure all Site Coordinators know and understand the overall program objectives and will support them in creating a programming plan to achieve the objectives at their campus. Weekly Project Management Team meetings will feature data collection and analysis to track progress toward achieving all objectives and program goals. The PD will solicit collaborative input from all SCs to monitor and adjust program offerings to this end.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 036903

Amendment # (for amendments only):

TEA Program Requirement 3: Describe the proposed program evaluation plan, including a description of how program evaluation results will be used to improve program operations and quality. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

East Chambers ISD' Project Management Team and program staff will collect and analyze data according to the following schedule and will continue to collect, aggregate, analyze, and report on these and other data points throughout the funding period as required by TEA. The 21st CCLC **STEM to STERN independent, third-party Project Evaluator** will be from a local college or university with experience evaluating multi-year federal educational grant projects.

Quantitative Data:

Data Level	Data Instrument	Collection Schedule
Program	Number of participants targeted/enrolled/served	Weekly
	Attendance/participation data (by frequency and activity)	Daily
	Sign-in sheets, certificates of participation	Monthly
	Payroll records	Twice monthly
Student	Criterion-referenced testing (TELPAS, STAAR, EOC exams; AIMSweb, Renaissance)	Benchmarks: Semi-annually Actual: Annually
	Criterion-referenced testing (internal common assessments)	4 x annually, including final exam (Gr 3-11)
	Norm-referenced testing (ACT and SAT)	Fall and early spring benchmarks plus actual testing annually
	Skills checks (formative assessments), tracked via TxEIS and DMAC)	Weekly as appropriate to content
	Student grades (progress reports every 3 weeks, report cards every 6 weeks)	Every 3 weeks
	Student demographics, language status	Annually, upon enrollment
School	TAPR data	Annually (TEA)

Qualitative Data:

Data Level	Data Instrument	Collection Schedule
Program	Project Director/Site Coordinator (non-appraisal) observation of teachers and service providers	Weekly (informal)
Program- and Student-level	Participant feedback: student self-report and family/parent report on program impact on engagement and academic experience (voice and choice)	At least two times in each grant year
	School leader feedback	Monthly

ECISD will follow all state requirements and recommendations throughout the evaluation process. **The contracted evaluator will partner with the Project Management Team in the design and execution of the evaluation plan** with the purpose of assessing the relationship between program inputs and desired outcomes.

Program evaluation will document the extent to which **STEM to STERN** is implemented as designed and will address the following objectives in addition to those listed on page 14: school day attendance, core course grades, mandatory discipline referrals, on-time advancement to the next grade level, high school graduation rates, and high school student career competencies.

The **Project Management Team** will meet weekly in order to monitor data and to act swiftly for immediate intervention and redirection of services. Quarterly district- and campus-wide data disaggregation sessions provide another avenue by which to analyze campus-specific progress and create plans for correcting deficiencies with additional professional development or other programmatic changes. With such close monitoring and ongoing evaluation of activities, activity schedules, participant satisfaction and participation levels, this 21st CCLC initiative will have the opportunity to continuously improve.

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Schedule #18—Equitable Access and Participation				
County-District Number or Vendor ID: 036903		Amendment number (for amendments only):		
No Barriers				
#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Gender-Specific Bias				
#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Cultural, Linguistic, or Economic Diversity				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 036903

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 036903

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)				
County-District Number or Vendor ID: 036903		Amendment number (for amendments only):		
Barrier: Visual Impairments				
#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Hearing Impairments				
#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Learning Disabilities				
#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Other Physical Disabilities or Constraints				
#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)County-District Number or Vendor ID: **036903**

Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Truancy

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)County-District Number or Vendor ID: **036903**

Amendment number (for amendments only):

Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M08	Provide program materials/information in home language	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)County-District Number or Vendor ID: **036903**

Amendment number (for amendments only):

Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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Schedule #19—Private Nonprofit School Participation			
County-District Number or Vendor ID: 036903		Amendment number (for amendments only):	
Important Note: All applicants (except open-enrollment charter schools and private nonprofit schools) must complete this schedule <u>regardless of whether any private nonprofit schools are participating in the program.</u> Failure to complete this schedule will result in an applicant being disqualified.			
Questions			
1.	Are any private nonprofit schools located within the attendance area of the public schools to be served by the grant?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
<ul style="list-style-type: none"> • If your answer to this question is yes you must answer question #2 below. • If your answer to this question is no, you do not address question #2 or the assurances below. 			
2.	Are any private nonprofit schools participating in the grant?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<ul style="list-style-type: none"> • If your answer to this question is yes, you must read and check the box next to each of the assurances below. • If your answer to this question is no, you do not address the assurances below. 			
Assurances			
<input type="checkbox"/>	The applicant assures that it discussed all consultation requirements as listed in Section 1117(b)(1), and/or Section 8501(c)(1), as applicable with all eligible private nonprofit schools.		
<input type="checkbox"/>	The applicant assures the appropriate Affirmations of Consultation will be provided to the TEA Private Schools Ombudsman in the manner and timeline to be requested.		
<input type="checkbox"/>	The applicant assures that the total grant award requested on Schedule #6—Program Budget Summary includes any funding necessary to serve eligible students from private nonprofit schools within the attendance area of the public schools to be served by the grant.		

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